

## Curriculum Mapping History Department

### Year 8 – Stuarts / Industrial Revolution / Intro to 20<sup>th</sup> century

Big Question	Small Questions	Homework	Teacher Feedback Points	Assessment
Why do people disagree on whether James I & VI was an effective monarch?	<ul style="list-style-type: none"> <li>• How significant was it that James was Scottish?</li> <li>• How reliable are the accounts of James's habits?</li> <li>• How clever was James I?</li> </ul>	"Swot" analysis of James	Task on James's weaknesses / failings as a monarch	Interpretation style source question on James
Why did a group of Catholic plotters try to blow up Parliament in 1605?	<ul style="list-style-type: none"> <li>• Why did some Catholics turn to "terrorist" plotting?</li> </ul>	Recap exercise on religion under the Tudors	Recap task – context of religion	
Were the Gunpowder Plotters framed?	<ul style="list-style-type: none"> <li>• Why was the Plot discovered?</li> <li>• Was the Plot "set up" by Robert Cecil /</li> </ul>	See tbf / assessment activities	Chart on sources – evidence / reliability	Interpretation exercise on Plot – see old ISA Speech for prosecution / defence of the Plotters

	James's government?	Watch Nick Knowles programme on Firefly – what does this suggest?		
Why did Civil War break out in 1642?	<ul style="list-style-type: none"> <li>• Why was Charles I an ineffective monarch?</li> <li>• How was religion a key factor in the coming of Civil War?</li> <li>• Why was Ship Money controversial?</li> <li>• How did events in Scotland and Ireland help trigger the Civil War?</li> </ul>	<p>Exercises based on portraits</p> <p>Summary / mind map exercise of finance and the personal Rule</p> <p>Chart of causes of Civil War 1640-42 eg Irish Rebellion / Grand Remonstrance / 5 Members</p>	Factual exercises on Personal Rule eg finances / religion	<p>Justification of / interview with either Charles or John Pym, explaining why their side was right</p> <p>“3 Sources” style question on causes of Civil War</p>
What was fighting like in the English Civil wars?	<ul style="list-style-type: none"> <li>• What were the roles of pikemen / musketeers / cavalry?</li> </ul>	Revise for factual test	Factual tasks on different elements within armies	Why did Parliament win the Civil War?

	<ul style="list-style-type: none"> <li>• Why did the new Model Army win the war?</li> <li>• What impact did the Civil War have on civilians?</li> </ul>	<p>Take one type of soldier and explain equipment / weapons / tactics and role</p> <p>Do exercises on impact on civilians</p> <p>Source evaluation style questions on impact of civil war</p>	<p>Source based task on impact of the war on civilians</p>	<p>Creative writing on nature of Civil War</p>
<p>Why was the King executed?</p>	<ul style="list-style-type: none"> <li>• What happened at the trial and execution?</li> <li>• Was there an alternative?</li> <li>• Why did the King wear two shirts?</li> <li>• Did most people agree with the</li> </ul>	<p>As tbf / ass</p>	<p>Factual task / quiz on key elements eg Pride's Purge / trial / execution</p>	<p>Source based questions on trial / execution</p>

	execution of the King?			
Was Oliver Cromwell a “hero” or “villain” [and why do people (still) disagree?]	<ul style="list-style-type: none"> <li>• Why did / do some people think of Cromwell as a hero and others as a villain?</li> <li>• Was Cromwell a war criminal in Ireland?</li> <li>• Did Cromwell make England a more tolerant society (especially in regard to religion)?</li> </ul>	<p>Ireland tasks</p> <p>Source based tasks / images of Cromwell – why different?</p> <p>Prep for assessment</p>	<p>Tasks on Cromwell and religious toleration / Ireland / “godly rule”</p> <p>Source based exercise on Cromwell and Ireland</p>	<p>Was Cromwell a “Hero” or “Villain”?</p> <p>Source based interpretation essay</p>
How was London affected by Plague and Fire?	<ul style="list-style-type: none"> <li>• Why was Charles II restored to the throne?</li> <li>• Who was Charles II?</li> <li>• What caused the Plague?</li> <li>• What caused the Fire?</li> <li>• How do we know so much about both?</li> </ul>	<p>Research on plague / fore / Glor Rev / Scientific Rev</p>	<p>Research tasks</p>	<p>Group presentations</p>

## Year 8 part 2 – the Industrial Revolution

Big Question	Small Questions	Homework	Teacher Feedback Points	Assessment
<p>Overview – how did Britain change c1750-1900?</p>	<ul style="list-style-type: none"> <li>• What is meant by “Industrial Revolution”?</li> <li>• How was a typical person of 1750 different to a typical person of 1900?</li> </ul>	<p>Compare 1750 to 1900 – pictures exercise (from Heinemann)</p> <p>Tasks on specific areas eg population, health, work</p>	<p>Tasks on changes in particular areas eg population / work and industry / health and medicine / role of women</p>	<p>Tasks on significance of changes</p>
<p>Why was population change significant?</p>	<ul style="list-style-type: none"> <li>• Why did the population go up so rapidly?</li> <li>• How did the demography of Britain change?</li> <li>• What impact did the rise in population have on Britain?</li> </ul>	<p>See tbf / assessment exercises</p>	<p>Factual exercise eg gap filling on causes and consequences of population growth</p>	<p>How did rising population have an impact on other areas / lead to other changes?</p>
<p>How and why did farming change?</p>	<ul style="list-style-type: none"> <li>• Why was improvement needed?</li> </ul>	<p>Tasks on changes from booklet</p>	<p>Enclosure – how was it a change</p>	<p>Farmer’s letter</p>

	<ul style="list-style-type: none"> <li>• What was the significance of enclosures?</li> <li>• How did new machines / new techniques improve farming?</li> </ul>	<p>Explain significance of enclosure / who gained, who lost from enclosure</p>	<p>and why was this significant?</p>	
<p>What was the result of changes to the manufacture of textiles?</p>	<ul style="list-style-type: none"> <li>• What new machines were invented in textiles?</li> <li>• Why were changes in textile production significant?</li> <li>• What was the most important change and why?</li> </ul>	<p>Textile machine chart</p>	<p>Chart on new textile machines Differences between domestic and factory based work</p>	<p>Tasks on significance of changes / new machines</p>
<p>Were factories “hell”, especially for children?</p>	<ul style="list-style-type: none"> <li>• Why were children employed in factories?</li> <li>• How / were children mistreated?</li> <li>• How far can sources depicting factories in this period be trusted?</li> </ul>	<p>As tbf  Child labour essay as assessment</p>	<p>Source evaluation tasks on specific sources that will feed into assessment</p>	<p>Interpretation essay on factories and child labour from old ISA</p>
<p>Why was the impact of steam significant?</p>	<ul style="list-style-type: none"> <li>• What were the roles of Newcomen, Watt, Boulton, Murdoch?</li> </ul>	<p>Research on individuals</p>	<p>Factual task on roles of different individuals</p>	

	<ul style="list-style-type: none"> <li>• Why was the application of steam significant?</li> </ul>	Significance of steam		
Why were public health conditions so poor?	<ul style="list-style-type: none"> <li>• Why were cities so crowded?</li> <li>• Why did diseases like cholera spread?</li> <li>• How far are sources on cholera useful or reliable?</li> </ul>	Source questions on cholera [ass]	Explain why disease / public health was a serious issue in 19 <sup>th</sup> century Britain	Source questions on cholera
How did transport change in the period, and with what results?	<ul style="list-style-type: none"> <li>• Why did Britain need a more effective transport system in the Industrial Revolution?</li> <li>• What was the chronology of changes to transport?</li> <li>• Why did railways have a particularly significant impact?</li> </ul>	<p>Timeline task</p> <p>Heads and tails task</p> <p>Liverpool to Manchester tasks</p> <p>Impact of railways questions</p>	Chronology task on improvements to transport / factual tasks [chart] on role of individuals	<p>Question on significance / impact of railways</p> <p>“Invest in the railways” letter</p>
Was the British Empire a “good thing”?	<ul style="list-style-type: none"> <li>• Why did Britain acquire an “Empire on which the sun never set”?</li> <li>• What were the effects of Empire on Britain?</li> </ul>	<p>Empire chart</p> <p>Research on Imperial figures like Clive, Gordon,</p>	Chart of positives / negatives of Empire for both Britain and colonies	<p>Interpretation style question judgement on the Empire</p> <p>Imperial hero eg Clive, Gordon – how has</p>

	<ul style="list-style-type: none"> <li>• What were the effects of Empire on the colonies?</li> <li>• What are the legacies of Empire today?</li> </ul>	prep for assessment task		interpretation of them changed?
Why did slavery grow and why was it abolished?	<ul style="list-style-type: none"> <li>• Why was Britain involved in the Slave Trade?</li> <li>• What was the “Middle Passage”?</li> <li>• Why was Olaudah Equiano significant?</li> <li>• Why did opposition to slavery grow?</li> </ul>	<p>Source based evaluation questions</p> <p>Compare different elements of the campaign against slavery</p>	<p>Role of different elements in opposition to slavery</p> <p>Case studies of pieces of evidence – Olaudah’s memoirs / Dido Belle portrait</p>	Source based questions on slavery – message, compare etc
Why were there debates about reforming Parliament in the 1800s?	<ul style="list-style-type: none"> <li>• How was Parliament unrepresentative?</li> <li>• How significant was the Great Reform Act of 1832?</li> <li>• Who were the Chartists?</li> <li>• How important was Chartist protest?</li> </ul>	<p>How is Parl elected now? How is this different to c 1815?</p> <p>Were the Chartists a success or a failure?</p>	Comparison of Parliament in 1800 and today	Interpretation piece – were the Chartists a failure?

<p>Is the term “Industrial Revolution” a valid description of the period?</p>	<ul style="list-style-type: none"><li>• What do we understand by the term “Industrial Revolution”?</li><li>• What changed little in the period?</li><li>• What changes are the most significant and why?</li><li>• Does the Industrial Revolution represent progress?</li></ul>	<p>Prep for assessment essay</p>	<p>Summary of changes / continuity</p>	<p>Essay on how Britain changed 1750 to 1900</p> <p>Year 8 exams</p>
---	---	----------------------------------	--	--

Britain 1900 to 1918 – introduction to the 20<sup>th</sup> century

<b>Big Question</b>	<b>Small Questions</b>	<b>Homework</b>	<b>Teacher Feedback points</b>	<b>Assessment</b>
<p>Who did more to win women the vote – the Suffragettes or Suffragists?</p>	<ul style="list-style-type: none"> <li>• How had the position of women changed / stayed the same in the 1800s?</li> <li>• Why did the disenfranchisement of women become an issue in the late 1800s?</li> <li>• What were the arguments for and against women voting?</li> <li>• Who were the Suffragists, and how did they campaign?</li> <li>• Who were the Suffragettes, and how did they campaign?</li> <li>• What happened at the Derby in 1913?</li> <li>• Did the actions of the Suffragettes help or</li> </ul>	<p>Source questions</p> <p>Chart summarising diffs between suffragettes and suffragists</p> <p>Watch Emily Davison clip and do exercises relating</p>	<p>Differences between suffragists and suffragettes</p> <p>Exercises on Emily Davison</p>	<p>Source based questions on Suffragettes – see old GCSE</p>

	<p>hinder women getting the vote?</p> <ul style="list-style-type: none"> <li>• How significant was WW1 in women being granted the vote?</li> </ul>			
<p>Why did WW1 break out in 1914?</p>	<ul style="list-style-type: none"> <li>• How did rivalry between Britain and Germany help create the conditions for war?</li> <li>• How did rivalry between Germany and France help create the conditions needed for war?</li> <li>• How significant was the Alliance System in causing WW1?</li> <li>• What incident sparked off the war?</li> <li>• If Franz Ferdinand had not been shot, does that mean WW1 would not have taken place?</li> </ul>	<p>TBF / assessment exercises</p> <p>Mind map of causes of Anglo-German rivalry</p>	<p>Summary of different factors</p> <p>If Franz Ferdinand had survived assassination attempt, does that mean WW1 would not have occurred? EYA</p>	<p>Spy's report on causes of WW1</p>
<p>Why was there a stalemate on the Western Front?</p>	<ul style="list-style-type: none"> <li>• Why was the war not "over by Christmas"?</li> <li>• What was the nature of trench warfare?</li> <li>• What problems faced soldiers in the trenches</li> </ul>	<p>Source based activities</p>		<p>Letter from the trenches</p>

<p>[extends into year 9]</p>	<p>(and why did they endure them)?</p> <ul style="list-style-type: none"><li data-bbox="638 284 1025 400">• Why was it difficult to attack on the Western Front?</li></ul>			
----------------------------------	--	--	--	--